Eureka Math *A Story of Units*
First Grade – Module 2
2015-2016

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Materials based on Eureka Math version 3.
Note: End of Module Assessment #4 has been modified for clarity.

Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.
3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.
2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 2 Grading Guidance:

- Standards 1.OA.2 and 1.NBT.2b are only assessed in First Grade Module 2. Standards 1.OA.3, 4, and 6 are last assessed in Module 2. The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)

Updates

Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 2. Some standards will be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

First Grade Module 2: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 2: Mid-Module Assessment				
	Domain	**Standards**			
Question	Operations and Algebraic Thinking	1.OA.1	1.OA.2	1.OA.3	1.OA.6
1	1 2 3 4	X	X		
2	1 2 3 4			X	X
3	1 2 3 4	X			
4	1 2 3 4			X	X
5	1 2 3 4	X	X	X	X

Domain Score	Operations and Algebraic Thinking	
Total Points		
Level	4	18-20 points
	3	13-17 points
	2	8-12 points
	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned some points. This translates to a score of 1 in the grade book.

First Grade Module 2: Mid-Module Assessment Task Score Sheet (continued)

First Grade Module 2 Mid-Module Assessment Task (Topic A) Clusters and Standards Addressed
Represent and solve problems involving addition and subtraction.
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
Add and subtract within 20.
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

First Grade Module 2: Mid-Module Assessment Task Rubric

Module 2 Mid-Module Assessment: A Progression of Learning				
Assessment Task Item	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **1.OA.1** **1.OA.2**	The student correctly answers **0-1** of the five parts.	The student correctly answers **2-3** of the five parts.	The student correctly answers **4** of the five parts.	The student correctly answers **5** of the five parts. (See below.)
	a. **(1)** Identifies that Olga and Pedro's pennies together make ten. b. **(2)** Finds the total number of pennies. **(3)** Explains his thinking using a math drawing, **(4)** number sentence and **(5)** complete statement.			
2 **1.OA.3** **1.OA.6**	The student correctly answers **0-2** of the ten parts.	The student correctly answers **3-6** of the ten parts.	The student correctly answers **7-9** of the ten parts.	The student correctly answers **9-10** of the ten parts. (See below.)
	• Solves for the unknown in each equation. **(5 parts)** • Circles the pairs that make ten. **(5 parts)**			
3 **1.OA.1**	The student correctly answers **0** of the three parts.	The student correctly answers **1** of the three parts.	The student correctly answers **2** of the three parts.	The student correctly answers **3** of the three parts. (See below.)
	▪ Answers 15 pennies. ▪ Correctly draws and labels. ▪ Writes a corresponding number sentence.			
4 **1.OA.3** **1.OA.6**	The student draws **0-1** of the number bonds correctly, showing how to make ten.	The student draws **2** of the number bonds correctly, showing how to make ten.	The student draws **3** out of the four number bonds correctly, showing how to make ten.	The student correctly draws a number bond for **4** of the four problems, showing how to make ten.
5 **1.OA.1** **1.OA.2** **1.OA.3** **1.OA.6**	The student correctly answers **0-1** of the 7 parts.	The student correctly answers **2-4** of the 7 parts.	The student correctly answers **5-6** of the seven parts.	The student correctly answers **7** of the seven parts. (See below)
	a. **(1)** Labels the student drawings and **(2)** writes a number sentence for each. b. **(3)** Identifies the statement as false, and **(4)** explains why citing the commutative property with pictures or words (no formal terms necessary). c. **(5)** Draws to show how to make ten to solve the problem and **(6)** writes number sentences d. **(7)** Explains how they have the same number of pennies.			

First Grade Module 2: Mid-Module Assessment Task Key

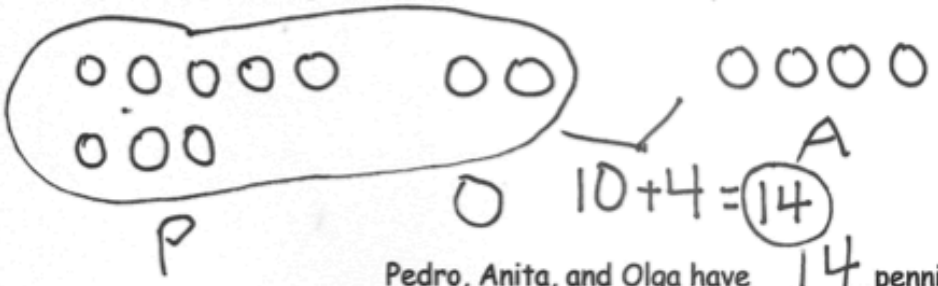
Name Maria Date _____

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

   a. Whose pennies together make ten?

   Pedro Olga

   b. How many pennies do Pedro, Anita, and Olga have in all? Explain your thinking using a math drawing and a number sentence. Complete the statement.



Pedro, Anita, and Olga have 14 pennies in all.

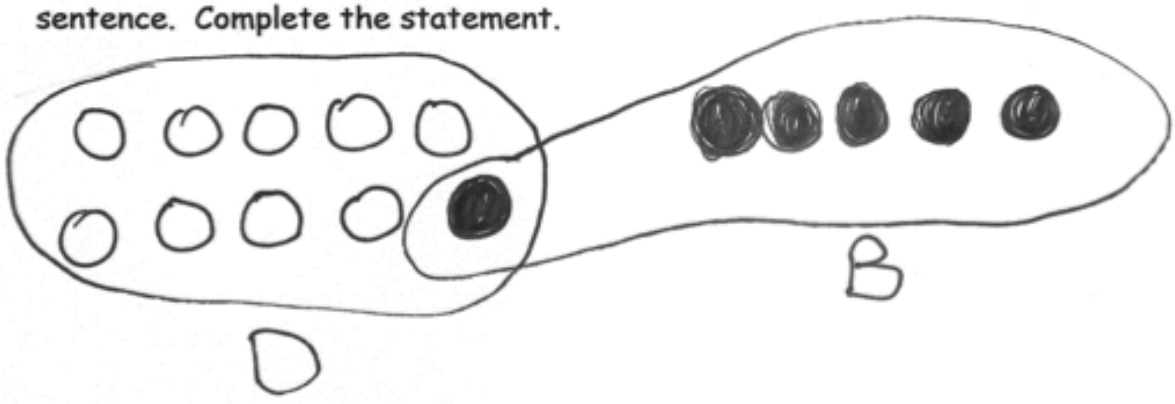
2. Circle the pairs of numbers that make ten in each problem. Then write the numbers that make the number sentences true. The first one is done for you.

   a. (9) + 5 + (1) = 15 (2) + 6 + (8) = 16 4 + (3) + (7) = 14

   b. (8) + (2) + 5 = 15 (9) + 6 + (1) = 16 (1) + 7 + (9) = 10 + 7

First Grade Module 2: Mid-Module Assessment Task Key (continued)

3. Hakop has 6 pennies in a bowl. 9 pennies are in his drawer. How many pennies does Hakop have in all? Explain how you know with a labeled math drawing and number sentence. Complete the statement.



9 + 6 = 15

1 5

Hakop has 15 pennies in all.

4. Write a number bond in each number sentence to show how to make ten.

a. 9 + 5 = 14

1 4

b. 8 + 5 = 13

2 3

c. 6 + 9 = 15

5 1

d. 17 = 8 + 9

7 1

First Grade Module 2: Mid-Module Assessment Task Key (continued)

5. Eva has 6 marbles in her hand and 8 in her pocket.

   a. Two students drew the pictures below to find out how many marbles Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.

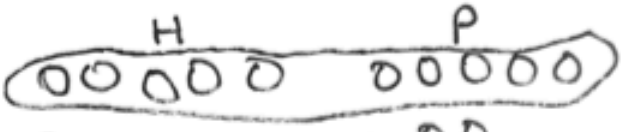
8 + 6 = 14

6 + 8 = 14

   b. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.) True (False)
   Use pictures or words to explain how you know.

You can start with either as long as you add them all.

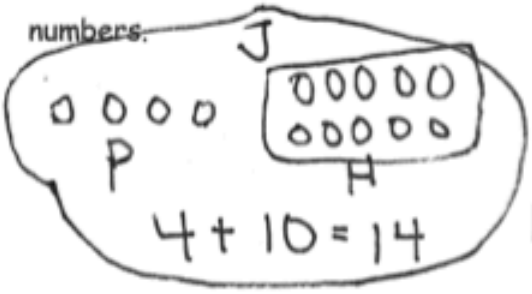
   c. Show two ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.



10 + 4 = 14

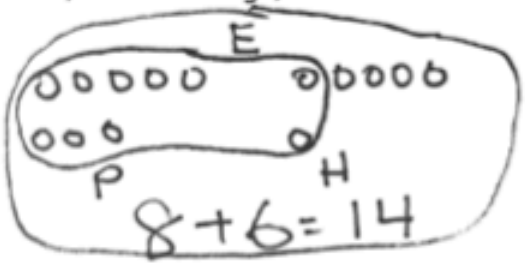
8 + 6 = 14
2 4

   d. Jerry has 4 marbles in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.



4 + 10 = 14

14 = 14



8 + 6 = 14

First Grade Module 2: End-of-Module Assessment Task Score Sheet

A Progression of Learning

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Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 2: End-of-Module Assessment							
	Domain		**Standards**					
Question	Operations and Algebraic Thinking	Number and Operations in Base Ten	1.OA.1	1.OA.2	1.OA.3	1.OA.4	1.OA.6	1.NBT.2
1	1 2 3 4		X					
2	1 2 3 4				X	X	X	
3	1 2 3 4				X		X	
4a		1 2 3 4						X
4b-f	1 2 3 4		X	X	X	X	X	

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total points				
Level	4	14-16 points	4	4 points
	3	10-13 points	3	3 points
	2	6-9 points	2	2 points
	1	4-5 points	1	1 point

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned some points. This translates to a score of 1 in the grade book.

First Grade Module 2: End-of-Module Assessment Task Score Sheet (continued)

Grade 1 Module 2 End-of-Module Assessment Task (Topics A–D)
Clusters and Standards Addressed

Represent and solve problems involving addition and subtraction.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones—called a "ten."

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

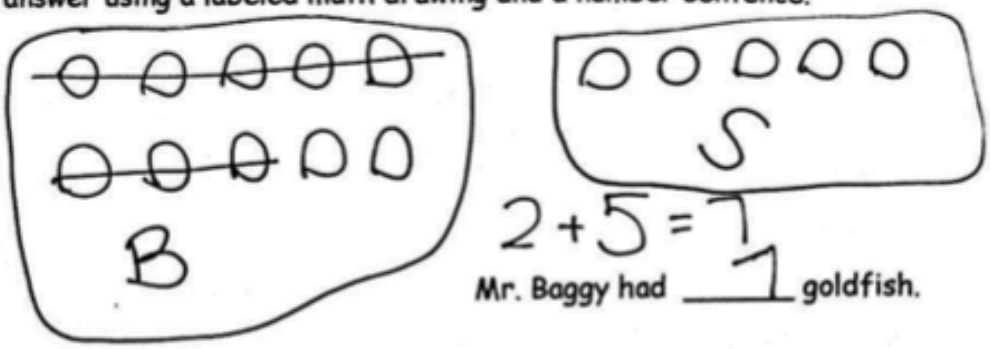
First Grade Module 2: End-of-Module Assessment Task Rubric

Grade 1 Module 2 End-of-Module Assessment: A Progression of Learning				
Assessment Task Item	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **1.OA.1**	The student correctly answers **0** of the three parts.	The student correctly answers **1** of the three parts.	The student correctly answers **2** of the three parts.	The student correctly answers **3** of the three parts. (See below.)
	(1) Answers 7. **(2)** Explains using a labeled math drawing and **(3)** a number sentence (i.e., 2 + 5 = 7 or 10 – 8 = 2).			
2 **1.OA.3** **1.OA.4** **1.OA.6**	The student correctly answers **1-3** of the nine parts.	The student correctly answers **4-6** of the nine parts.	The student correctly answers **7-8** of the nine parts.	The student correctly answers **9** of the nine parts. (See below.)
	a. Subtracts from a teen number to answer 3, 3, 9 **(3 parts)** b. Finds the missing addends of 4, 4, 5 **(3 parts)** c. Writes the corresponding subtraction sentences, 13 – 9 = 4, 12 – 8 = 4, 12 – 7 = 5 **(3 parts)**			
3 **1.OA.3** **1.OA.6**	The student correctly answers **0-1** of the five parts.	The student correctly answers **2-3** of the five parts.	The student correctly answers **4** of the five parts.	The student correctly answers **5** of the five parts. (See below.)
	a. **(1)** Models the number bonds and **(2)** 5-group drawing for 13 – 9 = 4. b. **(3)** Models the number bonds and **(4)** 5-group drawing for 12 – 8 = 4. c. **(5)** Explains how both problems equal 4 using pictures or numbers (i.e., 1 + 3 = 2 + 2).			
4a **1.NBT.2a** **1.NBT.2b**	The student correctly answers **0** of the three parts.	The student correctly answers **1** of the three parts.	The student correctly answers **2** of the three parts.	The student correctly answers **3** of the three parts. (See below.)
	a. **(1)** Represents 15 with a number bond, **(2)** 5-group drawing, and **(3)** number sentence.			
4b-f **1.OA.1** **1.OA.2** **1.OA.3** **1.OA.4** **1.OA.6**	The student correctly answers **0-5** of the 13 parts.	The student correctly answers **6-9** of the 13 parts.	The student correctly answers **10-11** of the 13 parts.	The student correctly answers **12-13** of the thirteen parts. (See below.)
	b. **(1)** Explains that 10 snakes were sold using a number bond or a math drawing, **(2)** writes a number sentence, and **(3)** completes the statement c. **(4)** Explains that 4 turtles are left using a number bond or math drawing **(5)** writes a number sentence and **(6)** completes the statement. d. Writes **(7)** an addition and **(8)** subtraction equation 12 – 8 = 4 and 8 + 4 = 12. e. **(9)** Explains that 18 animals are left altogether using a number bond or math drawing **(10)** writes a number sentence and **(11)** completes the statement. f. **(12)** Identifies the statement as false, and **(13)** explains why citing the associative property with pictures or words (no formal terms necessary).			

Note: When scoring items with multiple parts, allow credit for number sentences/number bonds/math drawings that support a wrong answer. For example, in Part b, a student decomposes 15 incorrectly and states that Mr. Baggy sold 9 snakes. Do not allow credit for the correct answer, but if the number bond/drawing and math sentence support that incorrect answer (15 – 5 = 9), allow partial credit in Part b.

First Grade Module 2: End-of-Module Assessment Task Key

1. Mr. Baggy owns a pet store.
He counted 10 goldfish in a big tank and 5 goldfish in a small tank. He sold 8 goldfish out of the big tank. How many goldfish did he have left in all? Explain your answer using a labeled math drawing and a number sentence.



Mr. Baggy had 7 goldfish.

2. Write the numbers that make the number sentences true.

a. $12 - 9 = \frac{3}{1+2}$ (10 = 2) $11 - 8 = \frac{3}{2+1}$ (10 = 1) $15 - 6 = \frac{9}{4+5}$ (10 = 5)

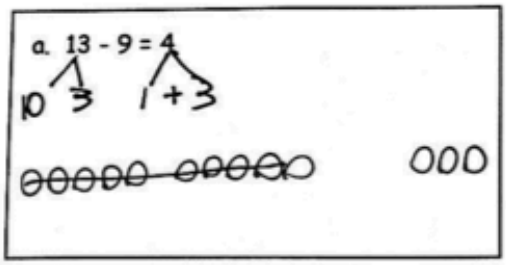
b. $9 + \frac{4}{\bullet\ \bullet\bullet\bullet} = 13$ $8 + \frac{4}{\bullet\bullet\ \bullet\bullet} = 12$ $12 = \frac{5}{\bullet\bullet\ \bullet\bullet\bullet} + 7$

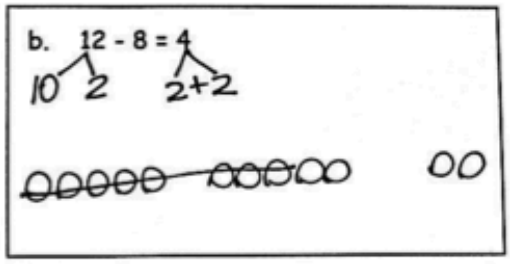
c. Write a related subtraction fact for each of the three problems in the last row in the spaces below.

13 − 9 = 4 12 − 8 = 4 12 − 7 = 5

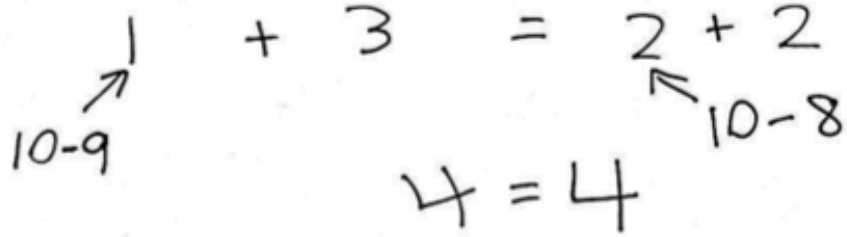
First Grade Module 2: End-of-Module Assessment Task Key (continued)

3. Write a number bond in each number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show each subtraction sentence.



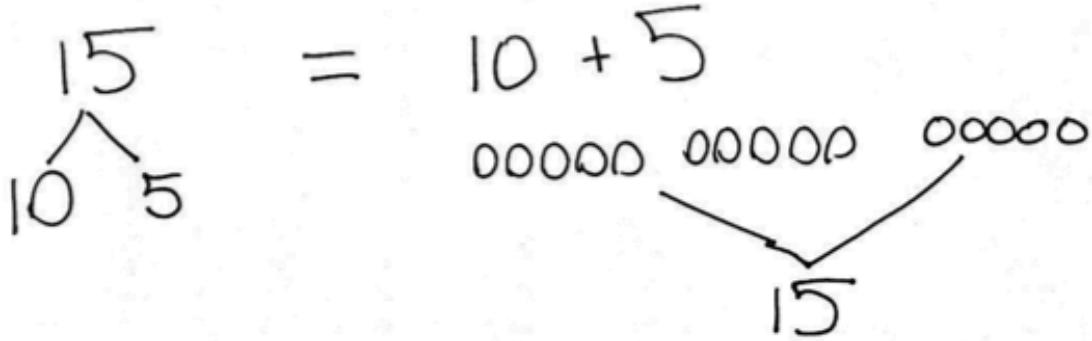


c. Use your pictures and numbers to explain how both subtraction problems equal 4.



4. Mr. Baggy also has 9 birds, 15 snakes and 12 turtles.

a. Show the number of snakes as a ten and some ones with a number bond, a 5-group drawing and a number sentence.

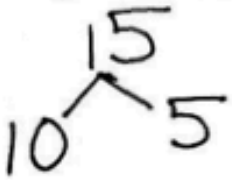


First Grade Module 2: End-of-Module Assessment Task Key (continued)

b. Mr. Baggy sold some snakes. Now he has 5. How many snakes did he sell? Explain your solution using a number bond or a math drawing. Write a number sentence. Complete the statement.

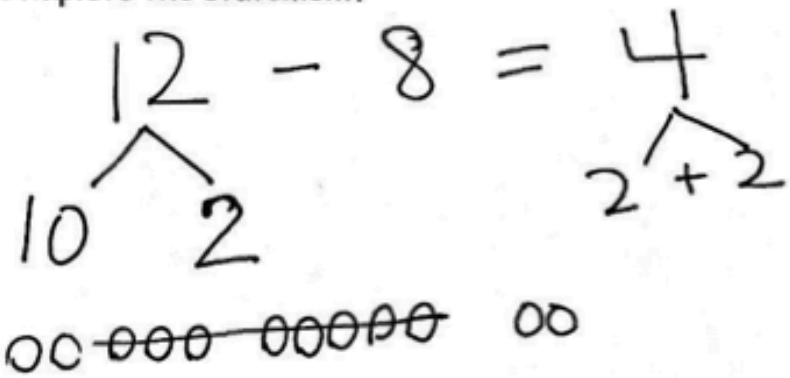
$15 - \square = 5$

$15 - 5 = 10$



Mr. Baggy sold 10 snakes.

c. Mr. Baggy sold 8 turtles. How many turtles does he have left? Explain your solution using a number bond or a math drawing. Write a number sentence. Complete the statement.



Mr. Baggy has 4 turtles left.

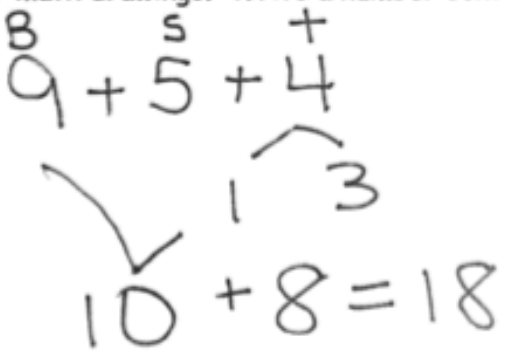
d. Mr. Baggy's daughter says she can find the number of turtles Mr. Baggy has left using subtraction or addition. Show 2 ways Mr. Baggy's daughter can solve this problem.

$8 + \square = 12$

$12 - 8 = \square$

First Grade Module 2: End-of-Module Assessment Task Key (continued)

e. As Mr. Baggy gets ready to close his pet store for the day, he needs to know how many animals he has altogether. How many birds, snakes, and turtles does Mr. Baggy have left in his store altogether? Explain your solution using number bonds or math drawings. Write a number sentence. Complete the statement.



Mr. Baggy has 18 animals left.

f. True or false: You will get a different answer if you add 9 and 5 first, then add 4, than if you add 9 and 4 first, then add 5. (Circle one.) True (False)
Use pictures or words to show how you know.